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| **EDPE346**  **GROUP PROGRAMMING ASSIGNMENT (PART B)**   * **WORKSHEET –** | | | | |
| ***Instructions:*** *Use a separate copy of this worksheet to critique each presentation chosen from the PRESENTATION LIBRARY.*  *Unless otherwise stated, groups require three copies of this worksheet saved as three separate files. As a group:*   1. *Complete Sections 1, 2 and 3 in the spaces provided.* 2. *Save each worksheet as a file. NOTE: this file is ONLY one component of the folder submitted on 17th September 2012* | | | | |
| **SECTION 1**  **SELECTION OF THE PRESENTATION**  1. Who selected and prepared this critique?  GROUP NUMBER: Group 27  Student Name: Melina Keating Student Name: Tammy Lloyd  Student Name: Jess Andrews Student Name: Georgie  Student Name: Tanya Sinclair  2. Which presentation did you choose from the presentation library?  SCHOOL NAME: Wallacia Public School LEARNING ACTIVITY : Food Detective   1. What was the rationale for selecting this presentation? *(20 words)*   The priority area focused on obesity in the same stage of school and within the same region as our groups’ presentation. | | | | |
| **SECTION 2**  **RATING THE PRESENTATION**  ***Instruction****: For each focus question shown in the first column of this table, shade the cell containing the MOST appropriate response.* | | | | |
| **FOCUS**  **QUESTION** | **RESPONSE** | | | |
| Is the Learning Activity described in the presentation appropriate for the identified stage of schooling?  **(stage appropriate)** | Learning activity shows **excellent alignment** with the developmental levels of the identified stage | Learning activity is **tenuously aligned**  with the developmental levels of the identified stage | Learning activity is more aligned with the developmental levels **above or below**  the identified stage | Learning activity shows **no evidence of alignment** with the developmental levels of the identified stage |
| Is the Learning Activity placed in a sequence of focused learning?  **(scope and sequence)** | Learning activity is  **ideally placed**  given the focus of  the learning sequence | Learning activity is **adequately placed** given the focus of  the learning sequence | Learning activity is  **mis-placed**  given the focus of  the learning sequence | Learning activity is **randomly placed**  given the focus of  thelearning sequence |
| Can the Learning Activity  be justified in terms of the description for the  **school context?** | Learning activity is an **outstanding response**  to the findings of the context analysis for the school | Learning activity is **peripheral**  to the findings of the context analysis for the school | Learning activity is  **not justified**  given the findings of the context analysis for the school | Learning activity has **no links**  To the findings of the context analysis for the school |
| Is the Learning Activity identifiable as a response to a **health issue** at the school? | Learning activity is **overtly**  linked to the priority health issue at the school | Learning activity is **tenuously**  linked to the priority health issue at the school | Learning activity is **isolated**  from the priority health issue at the school | Learning activity is  **not**  linked to the priority health issue at the school. |
| Are clear links evident between the Learning Activity and a **national health priority area?** | A national health priority area was  **clearly linked**  to thelearning activity | A national health priority area was  **linked**  to the learning activity | A national health priority area was  **inferred but not linked**  to the learning activity | A national health priority area was  **not linked**  to the learning activity |
| Would your group **recommend**  this Learning Activity to colleagues? | We would recommend thislearning activityto colleagueswithonly  **minor change** | We would recommend this learning activity to colleagues with  **major change** | We would  **NOT recommend**  this learning activity to colleagues | **Insufficient detail** of the learning activity was provided to make a judgement of it’s educational worth |
| To what extent does the above critique draw on a **critical analysis of health education?** | This critique  **challenges**  a key assumption of the presentation and presents **higher order** sources of knowledge | This critique  **evaluates**  a key assumption of the presentation and calls for **new insights** | This critique  **endorses**  a key assumption of the presentation by providing **further supportive evidence** | This critique  Offers little more than a set ofunsupported **good/bad, agree/disagree** **statements** |
| **SECTION 3**  **SUMMARY OF THE CRITICAL ANALYSIS**  ***Instruction:*** *In 500 words justify the group’s choice of responses highlighted in Section 2. This summary together with the summaries from the critique of the other two presentations will be the basis of the OVERALL REPORT.*  *In this section, your group should take advantage of the opportunity to suggest improvements (e.g. major or minor changes to the Learning Activity) and provide a rationale for those recommendations.*  ***This space will expand as you type***  We feel this activity is an excellent way to provide concrete understanding of the fat and sugar included in foods. This activity allows for greater understanding and insight for students and assists students in making informed choices regarding nutrition.  This activity is appropriate for the stage 3, meeting the identified syllabus outcome, and providing a learning experience that is challenging, yet achievable and engaging.  Wallacia Public School’s health priority issue has been identified as obesity due to the large percentage of the population with childhood obesity in Australia and particularly in the Penrith region where the largest population group is 0-14 years. The learning activity actively involves students in learning about nutrition along with assisting students to make informed decisions about the food products they consume by enabling them to identify concealed fats and sugars in foods. For this reason the learning activity provides an outstanding response to the schools’ context analysis.  Links between the health priority area, obesity, and the learning activity, Food Detectives, are present but not explicitly made. Students are asked to discuss recommended daily intake (RDI) but a clearer link between RDI, the fat and sugar content in foods and contributing factors to obesity needs to be present. When looking at the activity outline it appears the links between obesity and energy intake are assumed knowledge and not explicitly explained. In order for the effectiveness of the activity to be realised and practical application to be made in other contexts greater links are necessary. This will hopefully assist in students making positive changes to their dietary choices and reduce their likelihood of being obese. For this reason the Food Detective activity is only tenuously linked to the school priority health issue.  We would definitely recommend this learning activity to colleagues. Slight changes that would be made however would include sending notes home to parents prior to the lesson to ensure students bring in 3 various food packages. We feel that a written form of communication rather than verbal would ensure parents are aware of the focus of learning in the classroom and assist in encouraging parents to support this learning in the home. The policies put forward for Wallacia Public School focus on a whole school community approach and we feel that sending notes home explaining the classroom learning and the goals and outcomes trying to be reached will encourage and promote this approach.  We believe Food Detectives is a sound learning activity to educate Wallacia Public School students on the hidden fats and sugars in foods they consume. Explicit links to the healthy priority area along with greater community inclusion and participation will ensure that the school’s health priority issue is directly addressed and the greatest possible chance of positive change in students’ health and behaviour is achieved. | | | | |